

OELP Online Journalism Participant Guide

Fall 2009

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Introduction

Welcome	Welcome to the online English for journalists course offered by the Office of English Language Programs of the U.S. State Department. We are glad you have chosen to participate, and we hope you find the course useful.
Prerequisite	An intermediate level of English is required. Participants must pass online tests of English grammar, spelling, and punctuation to qualify for the course.
Time Commitment	<p>This course requires a significant commitment of time and effort. Participants should expect to spend five to six hours per week logged on to the course, communicating with the instructor and with other participants. Participants should also expect to spend additional preparation time—beyond the required five to six hours per week spent online—doing research and working on assignments.</p> <p>Each assignment description identifies the approximate number of words the completed assignment should have. Keep in mind that one full page of text (Times New Roman, 12 point, with 1-inch margins) contains approximately 250 words.</p> <p>Assignments are generally given in two-week increments; that is, from the time the work is assigned, participants will have approximately two weeks to complete the work, and may expect the work to be evaluated within a week or two. <i>Assignments will overlap</i>, so participants should budget their time accordingly.</p>
Required Texts and Materials	<p>To effectively complete the requirements of the course, you should acquire or have access to the following:</p> <ul style="list-style-type: none">• Access to a computer• Working email address that you can check daily• English-to-English dictionary (preferably a <i>Merriam-Webster</i> or <i>American Heritage</i>)• Translation dictionary (<i>Vox</i> is a good choice)• Roget's Thesaurus• The <i>2009 Associated Press Stylebook</i> (hard copy or online subscription). Instructions for ordering or downloading the stylebook are available at http://www.apstylebook.com.• Registration to the <i>New York Times</i> (www.nytimes.com) and <i>Washington Post</i> (www.washingtonpost.com) newspapers' websites and to CNN's website (www.CNN.com). Registration at each site is free. Participants will also be expected to check other free online news sites, such as Yahoo! News or MSN, and news providers, such as the Associated Press (www.ap.org) and Reuters (http://www.reuters.com).• Online readings online listed in each lesson

**Computer and
Access
Requirements**

To complete this course, you need to have access to a computer that is linked to the internet and that includes some type of word processing software (for example, Microsoft *Word*, Corel *WordPerfect*, *OpenOffice*, or others). To ensure that everyone in the course can open and read your work, save your files in rich text format (.rtf).

About the Course

Course Description

Professional and student journalists who participate in this self-paced, online course use online lessons and resources to develop their skills in reading comprehension and interpretation, writing style, and rhetoric in American journalism, with emphasis on public affairs reporting. Participants study news genres, the role of journalism in a democratic society, legal and ethical responsibilities of journalists, reporting public affairs activities, and journalistic rhetoric and style.

The 50-hour course is divided into two 25-hour segments. In the first segment, participants focus on language and the theoretical background of American-style journalism. In the second segment, participants apply the knowledge gained from the first segment to their own journalistic writing.

Course Structure

This course is divided into two segments; depending on your experience as a journalist and your level of English writing skill, you may be interested in taking one or both segments. If you have questions about your enrollment, please discuss them with a course administrator.

Each course segment consists of eight lessons. Each lesson contains roughly the equivalent of one to two days' worth of face-to-face meeting time in a traditional college course. Each lesson may cover one or more topics; a single topic may appear in more than one lesson.

Each lesson you complete contains the following elements:

- A clear objective and purpose.
 - A mandatory email posting.
 - A set of required readings, plus additional readings as directed by your instructor. All readings are available online, through links posted in the course workspace or by contacting the Benjamin Franklin Library in Mexico City (www.usembassy-mexico.gov/biblioteca).
 - At least one assignment that allows you to practice using written English in a specific context. Your instructor will evaluate these assignments based on an established rubric, and he or she will offer advice and assessment that reinforces the concepts covered in the lesson.
-

Course Segments

Course Segment 1

The first of two 5-week course segments introduces participants to advanced journalism vocabulary in English and allows experienced journalists to ground their English vocabulary in familiar concepts. In the first course segment, you will develop your professional English skills by describing the role journalism and journalists play in developing and preserving a democratic society, discussing concepts of legal and ethical responsibility among journalists, and reading, analyzing, and classifying examples of common English-language news genres.

In course segment 1, your assignments and discussions include the following topics and subtopics:

- The Role of Journalism in a Democratic Society
 - What constitutes news
 - Distinguishing fact, opinion, and speculation
 - Reporting news vs. making news
 - How news stories differ from features and opinion pieces
 - Structure of news organizations
 - Functions of journalism, advertising, and public relations
 - Legal and Ethical Responsibilities of Journalists
 - Journalism and law
 - Objectivity and fairness
 - Professional courtesy
 - Journalistic ethics
 - Libel and defenses of libel
 - The right of privacy
 - Responses to government requests
 - Freedom of information and copyright
 - News Genres and Beats
 - Advances
 - Speeches
 - Meetings
 - Crime (murder, narcotrafficking, and trafficking in persons)
 - Natural disasters
 - Obituaries of leaders
 - Briefs
 - News feature
 - Social movements
 - Economic, finance, trade reporting
-

**Course
Segment 2**

The second of the two 5-week course segments further extends your English writing skills. In the second course segment, you will apply your developing English writing skills to techniques for researching and reporting public affairs activities, and you will further expand those skills by practicing techniques of journalistic rhetoric and style.

In course segment 2, your assignments and discussions include the following topics and subtopics:

- Reporting Public Affairs Activities
 - Methods/techniques of covering governmental news in the executive, legislative, and judicial branches
 - Investigative reporting
 - Computer-assisted reporting
 - News analysis and interpretation
 - Writing and interpreting press releases
 - Writing and interpreting public service announcements
 - Writing and interpreting policy statements
 - Journalistic Rhetoric and Style
 - Research
 - Reasoning and logic
 - Note-taking
 - Interviewing (on- and off-record)
 - Writing effective leads
 - Attribution and quoting sources
 - News story structure, including inverted pyramid structure
 - Single-sentence paragraphs
 - Coherent presentation of material
 - Clarity
 - Accuracy
 - Associated Press style
 - Grammar
 - Spelling
 - Readability
 - Working with deadlines
 - Critical thinking
-

Evaluation of Assignments

Evaluation Criteria

Each assignment in the course will be given a general evaluation by your instructor, as explained in the following table. This evaluation is based on your instructor's responses to the standard evaluation rubric described in this topic. Each assignment carries equal weight in your final course segment evaluation.

Evaluation	Description
High pass	Publishable as is or with minor editing. At minimum, the assignment will be clear, cohesive, and organized, though it may miss some important information, have minor errors, or both.
Pass	Requires extensive editing or significant rewriting to publish. The assignment may have an ineffective lead, may be missing significant information, <i>or</i> may be disorganized or poorly edited.
Fail	Unacceptable. The work may need a complete rewrite to meet the assignment requirements. It may ineffectively present the facts, may include major factual error(s) or distortions, and may have misspelled names or extensive grammatical or stylistic errors. If the assignment is plagiarized, is found to be written by a peer, or is the result of any other kind of cheating, it will automatically result in failure for the course.

Evaluation Rubric Each assignment in this course is evaluated according to the following standard criteria. The rubric includes space in which the instructor may discuss additional factors that affected his or her evaluation.

When you submit an assignment, you should expect to receive instructor comments within one to two weeks, accompanied by the following rubric form.

Assignment Name

In the box, + indicates *very good*; a blank indicates *satisfactory*; a - indicates *needs improvement*.

Writing Skills	
	The writing in the assignment is clear and easy to interpret.
	All of the paragraphs of the assignment are cohesive; they fit together seamlessly and transition effectively. If the information is tabular, the headings and the information under them fit together well.
	The assignment is organized appropriately.
	The lead of the assignment is effectively and accurately written.
Accuracy	
	All information needed to accurately interpret the assignment is identified within the assignment.
	There are minimal factual errors in the assignment (0 is very good; 1-2 is satisfactory; 3 or more needs improvement)
	The assignment has minimal errors in spelling, grammar, and style of the English language.
	The assignment cites sources correctly.
Assignment Requirements	

	The assignment meets all the assignment requirements.
	The assignment meets deadline restrictions (if such restrictions were established)
	The assignment is the participant's own work.
	The assignment follows the stipulated format, and includes identifying information of the author in correct format.
Additional Comments	

Course Segment 1

Introduction

This section discusses the assignments you must complete to earn credit for the first segment of this course.

- The “Calendar” topic discusses when each assignment is due.
- The “Course Segment 1 Lessons” topic discusses each lesson of the course.
- The assignment topics discuss each assignment in detail.

Meeting Deadlines in Different Time Zones

Because this course is conducted online, you may be far removed from your instructor and from other course participants; however, to maintain fairness, all assignments must be submitted by the same deadline. Thus, you should submit each assignment and email posting by midnight in your instructor’s time zone at the end of the day it is due.

For example, if your instructor lives in the Central Standard time zone of the United States (GMT -7:00 hours), but you live in the Pacific Standard time zone of Mexico (GMT -9:00 hours), your work must be submitted by 20:00 (10:00 PM). Your instructor will tell you the time zone in which he or she lives when you begin the course.

Procedure for Submitting Assignments

To submit an assignment online, follow the instructions in the table.

Step	Action
1	Consult the assignment requirements in this Participant Guide. If you have any questions, discuss them with your instructor.
2	Complete the assignment in a word processing program (preferably Microsoft <i>Word</i> 97-2003 or Corel <i>WordPerfect</i> , though other programs are acceptable). Note: Charts and graphs may be created in another program and either pasted into the document or included as a separate file.
3	Save the assignment as a Rich Text File (.rtf).
4	Attach the file to an email message. In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 1, Journal Entry 1).
5	Send the email to your instructor and all classmates.

**Procedure for
Submitting Email
Postings**

To submit an email posting online, follow the instructions in the table.

Step	Action
1	In the body of an email message, copy and paste the text of the posting assignment.
2	Respond to the posting assignment using complete sentences.
3	In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 1, Posting 3).
4	Send the email to your instructor and all classmates.

Calendar

Introduction

This topic provides you with information about assignment due dates. Meeting deadlines is a significant part of journalism; thus, you will be expected to submit all your completed assignments on time. Your instructor may penalize late submissions as he or she sees fit.

Course Segment 1 Assignment Timeline

To help you plan your work schedule, the following chart shows how assignments are distributed during course segment 1.

You should begin each assignment on the day marked by a circle (●) on the chart. You may begin the assignment earlier, if you choose.

The assignment must be submitted by midnight (instructor's time zone) on the day marked by a diamond (◆) on the chart.

ID	Task Name	Week 1							Week 2							Week 3							Week 4							Week 5						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	
1	Lesson 1	Lesson 1																																		
2	Email Posting 1	◆																																		
3	Law and Ethics Case Study 1	Law and Ethics Case Study 1																																		
4	Weekly Journal Entry 1	Weekly Journal Entry 1																																		
5	Course Topics Website Assignment	Course Topics Website Assignment																																		
6	Lesson 2	Lesson 2																																		
7	Email Posting 2	◆																																		
8	Law and Ethics Case Study 2								Law and Ethics Case Study 2																											
9	Weekly Journal Entry 2								Weekly Journal Entry 2																											
10	Group Code of Ethics								Group Code of Ethics																											
11	Lesson 3								Lesson 3																											
12	Email Posting 3								◆																											
13	Lesson 4								Lesson 4																											
14	Email Posting 4								◆																											
15	Law and Ethics Case Study 3															Law and Ethics Case Study 3																				
16	Weekly Journal Entry 3															Weekly Journal Entry 3																				
17	Peer Critique (Course Topics)															Peer Critique (Course Topics)																				
18	Comparison Essay (Jrnl/PR/Ad)															Comparison Essay (Jrnl/PR/Ad)																				
19	PA Criteria Essay Segment Project															PA Criteria Essay Segment Project																				
20	Lesson 5															Lesson 5																				
21	Email Posting 5															◆																				
22	Lesson 6																						Lesson 6													
23	Email Posting 6																						◆													
24	Law and Ethics Case Study 4																						Law and Ethics Case Study 4													
25	Weekly Journal Entry 4																						Weekly Journal Entry 4													
26	Lesson 7																						Lesson 7													
27	Email Posting 7																						◆													
28	Law and Ethics Case Study 5																													Law and Ethics Case Study 5						
29	Weekly Journal Entry 5																													Weekly Journal Entry 5						
30	Peer Critique (Comparison Essay)																													Peer Critique (Comparison Essay)						
31	Lesson 8																													Lesson 8						
32	Email Posting 8																													◆						

Course Segment 1 Lessons

Introduction

This topic briefly outlines the lessons of course segment 1. Your instructor will provide you with additional discussion and supplementary readings.

Important: If you are unable to find the source through the World Wide Web, you may request access to the document through the Benjamin Franklin Library. Submit a document request using their question form (<http://www.usembassy-mexico.gov/bbf/bfforma.htm>). Be sure to make your request at least three work days before the readings are due.

Lesson 1: Newsworthiness and Factuality

In completing this lesson, you will be able to:

- Articulate the concept of newsworthiness in English.
- Explain the differences between fact, opinion, and speculation in English.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “Elements of Journalism” Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/principles/elements>. Accessed 4 October 2009.
- “What Makes a Story Newsworthy?” Media College web site. <http://www.mediacollege.com/journalism/news/newsworthy.html>. Accessed 30 September 2009.
- “Just the Facts” section of “Return to Normalcy? How the Media Have Covered the War on Terrorism.” At <http://www.journalism.org/node/282>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- What topics are worthy of news coverage? Define fact, opinion, and speculation. Provide an example of each from a newspaper in your hometown.
-

Lesson 2: Journalism, Advertising, and Public Relations

In completing this lesson, you will be able to:

- Describe in English the respective functions of journalists, advertisers, and public relations specialists.
- Explain how the fields differ and where they overlap.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- University of California - Berkeley Career Center. “Public Relations, Advertising & Marketing - What's the Difference?” October 11, 2002. At <http://career.berkeley.edu/Article/021011a.stm>. Accessed 4 October 2009.
 - Look through the list of resources at the University of Iowa, available at <http://bailiwick.lib.uiowa.edu/journalism/>. Accessed 4 October 2009.
-

**Lesson 2:
Journalism,
Advertising, and
Public Relations**

Respond to the following email (or discussion board or online chat) posting:

- Journalism, advertising, and public relations each consider providing information to an audience important. Try to find an example of an event for which a news article, an advertisement, and a news release or public relations document were published or released to the public. How do these documents differ? Why might these differences be important?
-

**Lesson 3:
Reporting News
and News Writing**

In completing this lesson, you will be able to:

- Explain in English how journalists report news and influence the public's perception of what is news.
- Demonstrate in English an understanding of how news stories differ from features and opinion pieces.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect – Introduction" on the Journalism.org web site. At <http://www.journalism.org/node/72>. Accessed 4 October 2009.
- "Difference between News Genres" section of "Return to Normalcy? How the Media Have Covered the War on Terrorism." At <http://www.journalism.org/node/286>. Accessed 4 October 2009.
- "Fundamental Values" section of The Pew Project for Excellence in Journalism, The State of the News Media: An Annual Report on American Journalism, 2009. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Consider a local television news broadcast. Based on your definition of newsworthiness from the lesson one posting, do you think the broadcast was reporting or making news? Explain your answer and summarize the broadcast or stories from the broadcast for your fellow class participants.
 - Compare and contrast an English-language news story, a feature story, and an editorial about the same topic. What differences can you identify?
-

Lesson 4: News Organizations and the Business of Disseminating News

In completing this lesson, you will be able to:

- Explain in English how the business side of journalism can influence how news is reported.
- Discuss in English ways in which the structure of a news organization can affect reporting.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Fritz Messere. "Analysis of The Telecommunications Act of 1996" 15 March 1996, at <http://www.oswego.edu/~messere/telcom1.html>.
- Annys Shin, "Limits on Media Ownership Stand; Supreme Court Declines to Hear Appeal," *The Washington Post*, June 14, 2005 Tuesday Correction Appended, Final Edition, Financial; D01.
- "Senate Votes to Undo FCC Media Ownership Rules," Cox News Service, September 16, 2003 Tuesday, Washington, General News.

Respond to the following email (or discussion board or online chat) posting:

- On the internet, find the website of a major news organization in the United States and another in your home country. Search the site or use the website's site map to find corporate information about the company. Who owns the company? What other media organizations does the parent company own? Do these media organizations share characteristics (programming styles, content, geographical area and so forth). Do you find any other interesting things about these websites?
 - Compare an article written by a journalist who works for a large media corporation with an article about the same topic written by a journalist in an independent media outlet. How do the two articles differ?
-

**Lesson 5:
Journalism and
Law**

In completing this lesson, you will be able to:

- Discuss in English some of the legal obligations journalists face.
- Articulate in English the definition of libel and will be able to explain circumstances in which libel may be defensible.
- Explain in English the role of privacy in journalism and the concept of freedom of information.
- Convey in English the basic tenets of international copyright law.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- *Understanding Copyright and Related Rights*, World Intellectual Property Organization, at http://www.wipo.int/freepublications/en/intproperty/909/wipo_pub_909.pdf. Accessed 4 October 2009.
- Michael R. Fancher. "Times business columnist resigns over plagiarism Veteran staffer Stephen Dunphy; He apologizes to readers, peers." *The Seattle Times*, August 22, 2004, Sunday, Fourth Edition, ROP ZONE; News, A1.
- Sarah Lyall. "Where Suing for Libel Is a National Specialty; Britain's Plaintiff-Friendly Laws Have Become a Magnet for Litigators." *The New York Times*, July 22, 2000, Saturday, Late Edition - Final, B7.

Respond to the following email (or discussion board or online chat) posting:

- Tell your fellow class participants about the laws that journalists must follow in your country. What happens when journalists break these laws? Do you think celebrities and other public figures give up their privacy when they become well known, or do you think they should be left alone?
-

**Lesson 6:
Journalism and
Ethics**

In completing this lesson, you will be able to:

- Discuss in English responses to government requests to provide or suppress information.
- Define in English the concepts of objectivity and fairness and will be able to articulate the differences between the two.
- Discuss in English elements of professional courtesy in journalism and will be able to debate in English points of journalistic ethics.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Society for Professional Journalists. "Code of Ethics." At <http://www.spj.org/pdf/ethicscode.pdf>. Accessed 4 October 2009.
- Links under "Journalism in Time of War," Journalism.org. At <http://www.journalism.org/node/1705>. Accessed 4 October 2009.
- "What's Getting Covered," *Reporting Katrina*. Journalism.org. At <http://www.journalism.org/node/44>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- When, if ever, should courts be allowed to compel journalists to reveal their sources? Talk to a journalist to find out how he or she defines professional courtesy, or tell about a situation in which you were involved that illustrates professional courtesy. In what ways does your personal definition of professional courtesy among journalists differ from that person's opinion or from a colleague's opinion?
-

**Lesson 7:
Common News
Beats**

In completing this lesson, you will be able to:

- Describe in English how journalists cover speeches, meetings, crime (murder, narcotrafficking, and trafficking in persons), natural disasters, obituaries of leaders, social movements, and economic, finance, and trade matters.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Three to four articles about one of the topics listed in the email posting. The following web sites might be helpful:
 - <http://www.narconews.com>
 - <http://www.fema.gov/hazard/index.shtm>
 - <http://www.redcross.org>
 - <http://www.state.gov/g/tip/>
 - <http://www.unodc.org/unodc/index.html>
 - <http://www.obitcentral.com/>
 - <http://www.economist.com/obituary/>
 - <http://news.ft.com/home/europe> (*Financial Times*)
 - Respond to the following email (or discussion board or online chat) posting:
 - Find three to four articles about one of the following topics (speeches, meetings, murder, narcotrafficking, trafficking in persons, natural disasters, obituaries of leaders, social movements, and economic, finance, and trade matters) from different publications. Describe how these articles discuss the topic. What information is included? What is left out? How would you change the articles (what would you do differently and why)?
-

**Lesson 8: News
Writing Tools**

In completing this lesson, you will be able to:

- Explain in English how journalists write and use advances, briefs, and news features.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Look at the news briefs on the USA Today web site, available at <http://www.usatoday.com/news/digest.htm>, and on the “Daily Briefing” page of the Journalism.org web site, at <http://www.journalism.org/resources/briefing/default.asp>.
- “Framing the News: The Triggers, Frames, and Messages in Newspaper Coverage.” Journalism.org. At <http://www.journalism.org/node/445>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Define the terms *news advance*, *news brief*, and *news feature*. How might you use each item while working as a journalist?
-

Email (or Discussion Board or Online Chat) Postings

Due Date	Midnight (instructor's time zone) ending the first day of the lesson in which the question is assigned OR at the beginning of a chat session during a live class (if applicable).
Learning Outcomes	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none">• Demonstrate critical thinking skills.• Demonstrate your command of the required readings.
Assignment Description	For this assignment, you will demonstrate critical thinking in thoughtful responses to the questions posed. Your responses should demonstrate that you have completed the required readings.
You Will Submit	<p>A completed assignment will consist of a 100-200 word informal response to the question listed in the lesson (see the "Course Segment 1 Lessons" section of this Participant Guide). You may choose to provide more detail or personal experience if you would like to do so, and you may choose to respond to other participants' email postings <i>in addition to</i> your own response to the question.</p> <p>Your instructor will direct you to submit your email postings in one of three ways:</p> <ul style="list-style-type: none">• On a discussion board that all participants can access.• Through direct email message to the instructor and the entire list of participants.• In the online chat area during a live class.
Evaluation	This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

Journal Entry Assignments

Due Date	Midnight (instructor's time zone) ending the last day of each week of course segment 1.
Learning Outcomes	<p>In completing the journal entries, you will:</p> <ul style="list-style-type: none"> • Understand the function of journalists in democracy. • Identify newsworthy events and activities. • Summarize English-language news stories, press releases, policy statements, and public service announcements accurately. • Identify the differences between a news story, editorial, and feature. • Identify events, people, and issues in current affairs. • Attribute source material accurately. • Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases where available) to research stories. • Use the AP style manual (either online or in hard copy form) to produce stylistically correct stories. • Evaluate the quality of sources through analysis and research. • Integrate rhetorical and stylistic skills in original English-language stories. • Categorize news stories by genre. • Analyze English-language news stories accurately. • Critique samples of public affairs reporting in English.
Assignment Description	<p>Each week during the first half of the course, participants will be required to find two English-language news stories, press releases, policy statements, or public service announcements about the same topic. The participant will then write an 800-900 word journal entry in English, in which he or she:</p> <ul style="list-style-type: none"> • Identifies the event or activity covered and explains why it is newsworthy • Categorizes the samples by genre (if the sample is a news story, the type of story should be identified). • Summarizes the samples. • Analyzes how and why the samples cover the event or activity differently. • Critiques the effectiveness of the reporting and the writer's organization, word choice, reasoning, use of modals, and other language choices. • Evaluates the quality of the sources used in the samples. <p>Each journal entry should include a complete AP-style citation of each sample. The participant should include a copy or a URL of each sample so the instructor and other participants can read them.</p>

You Will Submit	<p>Each week during the first half of the course, participants will be required to find two English-language news stories, press releases, policy statements, or public service announcements about the same topic. The participant will then write an 800-900 word journal entry in English, in which he or she:</p> <ul style="list-style-type: none">• Identifies the event or activity covered and explains why it is newsworthy• Categorizes the samples by genre (if the sample is a news story, the type of story should be identified).• Summarizes the samples.• Analyzes how and why the samples cover the event or activity differently.• Critiques the effectiveness of the reporting and the writer's language choices, particularly organization, word choice, reasoning, and use of modals.• Evaluates the quality of the sources used in the samples. <p>Each journal entry should include a complete AP-style citation of each sample. The participant should include a copy or a URL of each sample so the instructor and other participants can read them.</p>
Evaluation	<p>This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.</p>

Course Topics Website Assignment

Due Date	Midnight (instructor's time zone) ending the final day of week 2.
Learning Outcomes	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none"> • Use English-language computer resources to research news stories • Identify events, people, and issues in current affairs • Evaluate the quality of news sources
Assignment Description	For this assignment, you will be assigned one of the five course topics listed in the syllabus and repeated in this assignment description. Every participant is to find two credible websites on each of the subtopics identified in the following list. You will also analyze the credibility of each website.
<p>The Role of Journalism in a Democratic Society</p> <ul style="list-style-type: none"> • What constitutes news • Distinguishing fact, opinion, and speculation • Reporting news vs. making news • How news stories differ from features and opinion pieces • Structure of news organizations • Functions of journalism, advertising, and public relations <p>Legal and Ethical Responsibilities of Journalists</p> <ul style="list-style-type: none"> • Journalism and law • Objectivity and fairness • Professional courtesy • Journalistic ethics • Libel and defenses of libel • The right of privacy • Responses to government requests • Freedom of information and copyright <p>News Genres</p> <ul style="list-style-type: none"> • Advances • Speeches • Meetings • Crime (murder, narcotrafficking, and trafficking in persons) • Natural disasters • Obituaries of leaders • Briefs • News feature • Social movements 	<p>Reporting Public Affairs Activities</p> <ul style="list-style-type: none"> • Methods/techniques of covering governmental news in the executive, legislative, and judicial branches • Investigative reporting • Computer-assisted reporting • News analysis and interpretation • Writing and interpreting press releases • Writing and interpreting public service announcements • Writing and interpreting policy statements <p>Journalistic Rhetoric and Style (part I)</p> <ul style="list-style-type: none"> • Research • Reasoning and logic • Note-taking • Interviewing (on- and off-record) • Writing effective leads • Attribution and quoting sources • News story structure, including inverted pyramid structure • Single-sentence paragraphs <p>Journalistic Rhetoric and Style (part II)</p> <ul style="list-style-type: none"> • Coherent presentation of material • Clarity • Accuracy • Associated Press style • Grammar • Spelling • Readability • Working with deadlines • Critical thinking

You Will Submit	<p>A completed assignment will consist of the following:</p> <ul style="list-style-type: none"> • A description, summary, and analysis of two credible websites for each of the subtopics listed under the participant's assigned course topic. • The description should identify the title of the website, the URL of the website, and the person or group who control the website. If author information or a copyright date are listed, such information should be included. • The summary should briefly identify the main points covered by the webpage and explain why the webpage might be a useful resource for a journalist. • The analysis should address the questions listed below.
Questions for Analysis	<p>Use the following questions¹ to analyze the quality and credibility of the website. Avoid answering with a simple "yes" or "no;" provide evidence for your claims based on what you find in the website.</p> <ul style="list-style-type: none"> • Is it somebody's personal page? Why might this be important? • What type of domain does it come from? • Is it published by an entity that makes sense? • Who wrote the page? Why might this be important? • Is the page dated? Is it current enough? • What are the author's credentials on this subject? • Are sources documented with footnotes or links? • If it uses information from another source, is that information complete, not altered, not faked or forged? • Are there links to other resources on the topic? • Who links to the page? Why might this be important? • Is the page listed in one or more reputable directories or pages? • What do others say about the author or responsible authoring body? • Why was the page put on the web? Why might this be important? • Might it be ironic, satire or parody (saying one thing but meaning another)? • Is this as good as resources I could find if I used the library, or some of the web-based indexes available through the library, or other print resources?
Evaluation	<p>This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.</p>

¹ UC Berkeley – Teaching Library Internet Workshops.
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Law and Ethics Case Study Assignments

Due Date	Midnight (instructor's time zone) ending the last day of each week of course segment 1.
Learning Outcomes	<p>In completing this assignment, participants will:</p> <ul style="list-style-type: none">• Determine whether ethical and legal boundaries have been crossed in specific instances• Analyze the concepts of professional courtesy, libel, privacy, objectivity, and fairness
Assignment Description	<p>For this assignment, participants will be provided with a case related to journalism law, ethics, or both. The cases will include some background information, a description of an incident or event that identifies the argumentative positions in the case, a discussion of the ethical commitments that may be at odds, and additional information as needed. Participants will write a response that takes and defends a position (not necessarily one of the positions taken in the case) and acknowledges and refutes opposing positions.</p> <p>Participants will complete five of these case studies during the course.</p>
You Will Submit	<p>A completed assignment will consist of a 300-400 word essay, in AP style, that responds to the case presented. The essay should:</p> <ul style="list-style-type: none">• Summarize the key issue, the stakeholders (people who have an interest in the issue), the principal arguments, and supporting evidence from other sources, if applicable.• Adopt and defend a specific legal or ethical position (one of the positions taken in the case or a different position)• Acknowledge and refute opposing positions.• Include a list of outside sources (if any such sources were used).
Evaluation	<p>This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.</p>

Code of Ethics Group Assignment

Due Date	Midnight (instructor's time zone) ending the final day of week 3.
Learning Outcomes	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none">• Integrate the concepts of professional courtesy, libel, privacy, objectivity, and fairness into a personal code of journalistic ethics.• Use your English skills to collaborate with other journalists and with journalism students.• Use English-language computer resources (specifically, web sites) to perform research.• Employ critical thinking skills.
Assignment Description	For this assignment, you will work in pairs or groups, using your law and ethics case studies, as well as sample codes of ethics provided by the instructor, to develop an English-language code of ethics for journalists.
You Will Submit	<p>A completed assignment will consist of a numbered list of principles by which journalists should conduct their profession.</p> <p>The list should be general enough to be applicable to real-life situations, but specific enough to be limited to the journalism profession.</p> <ul style="list-style-type: none">• For example, simply writing, "journalists should be objective," is too general; participants should explain what objectivity is, why it is important, and to what degree it should be pursued.• In contrast, writing, "when reporting on political campaigns in which a challenger faces an incumbent..." is too specific; instead, participants should try to write guidelines that can be applied somewhat flexibly to most anticipated situations and to some unanticipated situations.
Example	<p>A very good example of an extensive code of ethics may be found on the website of the Society of Professional Journalists (http://www.spj.org/ethicscode.asp).</p> <p>Participants should pay attention to both the content and the phrasing of the statements in this list.</p> <p>Participants' codes of ethics <i>do not</i> have to be as extensive as this list; however, they must demonstrate critical thinking, collaboration, and original writing.</p>
Evaluation	This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

Peer Critique Assignments

Due Dates

You are responsible for two peer critiques in the first segment of the course:

- A peer critique of the Course Topics Website Assignment must be submitted by midnight (instructor's time zone) ending the last day of week 3.
- A peer critique of the Comparison Essay (Journalism, Public Relations, Advertising) must be submitted by midnight (instructor's time zone) ending the last day of week 5.

Learning Outcomes

In completing these assignments, you will:

- Critique samples of public affairs reporting in English.
- Demonstrate professional courtesy.
- Demonstrate critical thinking skills as applied to your peers' work.

Assignment Description

In these assignments, you will critically evaluate the work of your peers. In doing so, your goal is to learn how to improve your own writing.

You Will Submit

For each writing assignment (Course Topics Website Assignment and Comparison Essay), you will be required to complete a critique of a peer's work (approximately 20-30 sentences), following AP style. Your instructor will tell you whose work you are to critique for these assignments, and you will be given specific writing prompts. Critiques should:

- Thoroughly address the assignment question.
- Support all claims or criticisms with evidence from the original work.
- Provide suggestions for the original writer to improve his or her work.
- Demonstrate critical thinking skills through thoughtful, helpful questions and advice.
- Demonstrate professional courtesy.

Example

An effective peer critique that addresses the question, "Discuss the structure of the your peer's news article and how he or she might improve it," might include the following discussion:

This news article about the city council meeting begins with, "Six months ago, the concerned citizen group called City Beautification began a campaign to establish community parks throughout the city." This information is important, but because it is background, I think it should be moved to a later point in the story. By putting it at the very beginning, you may confuse the reader. The reader might think that City Beautification's campaign is the news item. The way the story is written now, the reader does not know that it is about the city council until paragraph three. Instead, you might begin the story by writing something like, "After a brief shouting match at last night's city council meeting, a concerned citizen group was asked to leave the meeting." This lede focuses on the more recent event, and it provides readers with enough information to catch their interest and make them wonder which group was involved, who was shouting, and why the group was asked to leave. Then, explain...

Evaluation

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

Comparison Essay – Journalism, Public Relations, and Advertising

Due Date	Midnight (instructor's time zone) ending the final day of week 4.
Learning Outcomes	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none"> • Compare the responsibilities of journalists, public relations specialists, and advertisers. • Differentiate between the ways journalists, public relations specialists, and advertisers approach fact, opinion, and speculation. • Identify the differences between reporting news and making news.
Assignment Description	<p>For this assignment, you will compare the fields of journalism, public relations, and advertising by identifying and explaining differences and similarities between the three. You should note the following considerations, as well as others:</p> <ul style="list-style-type: none"> • Purpose • Target audience • Stakeholders • Desired results • Types of documents produced • Media employed • Content of documents • Structure of documents • Research methods • Standards of evidence • Rhetoric and style • Legal responsibilities • Ethical responsibilities • Objectivity, partisanship, and acceptability of bias • Use of facts, opinions, speculation, analysis, interpretation, and commentary
You Will Submit	<p>A completed assignment will consist of the following:</p> <ul style="list-style-type: none"> • A 750-850 word essay, in AP style, comparing and contrasting the fields of journalism, public relations, and advertising based on the considerations listed above and others discovered in the research process. The essay should analyze the significance of the similarities and differences identified. The essay should also include a complete, correctly formatted source list. • A computer-generated visual aid (table, chart, diagram, etc.) highlighting the <i>most important</i> similarities and differences between these fields.
Evaluation	This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

Public Affairs Reporting Criteria Essay Segment Project

Due Date	Midnight (instructor's time zone) ending the final day of week 5.
Learning Outcomes	<p>In completing this assignment, participants will:</p> <ul style="list-style-type: none"> • Formulate criteria for good public affairs reporting • Use their English skills to collaborate with other journalists and with journalism students. • Use English-language computer resources (specifically, websites and databases) to perform research. • Employ critical thinking skills.
Assignment Description	<p>For this assignment, you will work with a group of 4-5 people.</p> <p>Assignment Part I</p> <p>Each group will submit a 2000-2500 word research-based report, following APA style, that discusses <i>all</i> of the following topics.</p> <ul style="list-style-type: none"> • Define public affairs reporting. • Identify the people and organizations that are involved in public affairs activities, including both governmental and nongovernmental entities. • Summarize the structure and function of all levels of government (local, regional, national, courts, and law enforcement entities) in the U.S. and in the home country. In addition to including a narrative, groups are advised that a supplementary chart comparing the two structures is recommended. • Discuss legislation relevant to public affairs reporting, in the U.S. and in the home country, including rights to access public records (such as birth and death records, arrest records, property transactions, etc.) and to report proceedings of the courts and government bodies and agencies. <p>Responsibility for researching and writing about these topics should be distributed equitably among group members. Ten or more sources should be employed in the report, including one or more interviews. The essay should also include a complete, correctly formatted source list.</p> <p>Assignment Part II</p> <p>Once your group has completed part I of the assignment, you should collectively complete the following tasks:</p> <ul style="list-style-type: none"> • Establish criteria by which journalists can evaluate methods of accessing documents and sources. • Establish criteria by which journalists can evaluate reporting on the activities of public entities. • Evaluate (in 300-400 words) a sample of public affairs reporting according to the criteria established by the group.

You Will Submit A completed assignment will consist of a single electronic file that includes the following sections. Use the headings listed below. Sections in brackets [] should be included, but do not need a section heading.

- Introduction
 - [Significance of this research]
 - [Preview of this report]
 - Part I
 - Definition of public affairs reporting
 - Entities concerned with public affairs
 - Government in the United States of America and [*home country*]
 - Public affairs reporting legislation
 - Part II
 - Criteria for accessing documents and sources
 - Criteria for evaluating public affairs reporting
 - Evaluation of reporting
 - Conclusion
 - [Summary of this report]
 - [Answer the question: what constitutes good public affairs reporting, and why?]
-

Suggested Resources

The following resources may be useful. Groups are not required to use them, but they may give some good ideas. Some sources represent good public affairs reporting; others do not, so be careful to evaluate such sources using the criteria developed by the group.

- Benjamin Franklin Library website (www.usembassy-mexico.gov/biblioteca)
 - U.S. Library of Congress website (www.loc.gov)
 - Other U.S. government websites (usually followed by the .gov suffix)
 - General Accounting Office (<http://www.gao.gov/main.html>)
 - Fedstats U.S. Government statistics (www.fedstats.gov)
 - Professional associations, including the Society of Professional Journalists (www.spj.org)
 - *Chicago Tribune* online (www.chicagotribune.com)
 - *Slate* magazine online (<http://slate.msn.com>)
 - *Columbia Journalism Review* online (www.cjr.org)
 - *Editor & Publisher* journal online (<http://www.mediainfo.com/editorandpublisher/index.jsp>)
 - *MediaNews*, by Poynter Institute for Media Studies (www.poynter.org/medianews)
-

**Suggested
Resources
(continued)****Other resources**

- www.profnet.net
- www.journalism.berkeley.edu/
- www.facsnet.org
- <http://www.ibiblio.org/journalism/beat.html>
- <http://www.refdesk.com/>
- www.freedomforum.org
- http://www.csus.edu/indiv/f/foxs/Jour_135/j135links.htm
 - <http://en.wikipedia.org/wiki/Journalism>

Evaluation

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” topic of this section.

Course Segment 2

Introduction

This section discusses the assignments you must complete to earn credit for the second segment of this course.

- The “Calendar” topic discusses when each assignment is due.
- The “Course Segment 2 Lessons” topic discusses each lesson of the course.
- The assignment topics discuss each assignment in detail.

Time Zones

Because this course is conducted online, you may be far removed from your instructor and from other course participants; however, to maintain fairness, all assignments must be submitted by the same deadline. Thus, you should submit each assignment and email posting by midnight **in your instructor’s time zone** at the end of the day it is due.

For example, if your instructor lives in the Central Standard time zone of the United States (GMT -7:00 hours), but you live in the Pacific Standard time zone of Mexico (GMT -9:00 hours), your work must be submitted by 20:00 (10:00 PM). Your instructor will tell you the time zone in which he or she lives when you begin the course.

Procedure for Submitting Assignments

To submit an assignment online, follow the instructions in the table.

Step	Action
1	Consult the assignment requirements in this Participant Guide. If you have any questions, discuss them with your instructor.
2	Complete the assignment in a word processing program (preferably Microsoft <i>Word</i> 97-2003 or Corel <i>WordPerfect</i> , though other programs are acceptable). NOTE: Charts and graphs may be created in another program and either pasted into the document or included as a separate file.
3	Save the assignment as a Rich Text File (.rtf).
4	Attach the file to an email message. In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 2, Editorial).
5	Send the email to your instructor and all classmates.

**Procedure for
Submitting Email
Postings**

To submit an email posting online, follow the instructions in the table.

Step	Action
1	In the body of an email message, copy and paste the text of the posting assignment.
2	Respond to the posting assignment using complete sentences.
3	In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 2, Posting 3).
4	Send the email to your instructor and all classmates.

Calendar

Introduction

This topic provides you with information about assignment due dates. Meeting deadlines is a significant part of journalism; thus, you will be expected to submit all your completed assignments on time. Your instructor may penalize late submissions as he or she sees fit.

Course Segment 2 Assignment Timeline

To help you plan your work schedule, the following chart shows how assignments are distributed during course segment 2.

You should begin each assignment on the day marked by a circle (●) on the chart. You may begin the assignment earlier, if you choose.

The assignment must be submitted by midnight (instructor's time zone) on the day marked by a diamond (◆) on the chart.

ID	Task Name	Week 1							Week 2							Week 3							Week 4							Week 5						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	
1	Lesson 1	Lesson 1																																		
2	Email Posting 1																																			
3	Weekly News Article 1	Weekly News Article 1																																		
4	Reasoning Strategies Handout	Reasoning Strategies Handout																																		
5	Editorial	Editorial																																		
6	Lesson 2																																			
7	Email Posting 2																																			
8	Weekly News Article 2																																			
9	Feature Article																																			
10	Lesson 3																																			
11	Email Posting 3																																			
12	Lesson 4																																			
13	Email Posting 4																																			
14	Weekly News Article 3																																			
15	Peer Critique (Editorial)																																			
16	Comparison segment project																																			
17	Lesson 5																																			
18	Email Posting 5																																			
19	Lesson 6																																			
20	Email Posting 6																																			
21	Weekly News Article 4																																			
22	Peer Critique (Feature)																																			
23	Lesson 7																																			
24	Email Posting 7																																			
25	Weekly News Article 5																																			
26	Peer Critique 5 (News Articles)																																			
27	Portfolio Self-Critique																																			
28	Lesson 8																																			
29	Email Posting 8																																			

Course Segment 2 Lessons

Introduction

This topic briefly outlines the lessons of course segment 2. Your instructor will provide you with additional discussion and supplementary readings.

Important: If you are unable to find a source through the World Wide Web, you may request access to the document through the Benjamin Franklin Library. Submit a document request using their question form (<http://www.usembassy-mexico.gov/bbf/bfforma.htm>). Be sure to make your request at least three work days before the readings are due.

Lesson 1: English Style

In completing this lesson, you will be able to:

- Use Associated Press style in English-language writing assignments.
- Use English grammar accurately and will be able to recognize and correct English spelling errors.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Kelly, Jean; Knight, Jan; Peck, Lee Anne; Reel, Guy. "Straight/Narrative? Writing Style Changes Readers' Perceptions of Story Quality." *Newspaper Research Journal*. 24:4 (Fall 2003), 118-122. Available through EBSCO Academic Search Premier.
- Powers, William. "Style As Substance." *National Journal*. 32:22 (27 May 2000), 1704. Available through EBSCO Academic Search Premier.

Respond to the following email (or discussion board or online chat) posting:

- Name one element of English grammar or usage that confuses you. What does the AP style book say about it? If you can't find the specific element, try to find it in the *Chicago Manual of Style*, online at <http://www.press.uchicago.edu/Misc/Chicago/cmostfaq/cmosfaq.html>, or in the Modern Language Association's style book (www.mla.org).
-

**Lesson 2: Public
Affairs Reporting
Methods**

In completing this lesson, you will be able to:

- Describe in English and employ methods and techniques for covering governmental news in the executive, legislative, and judicial branches of government in the U.S. and in their home countries.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “Tools for Political Reporting” and all links under this heading. Committee for Concerned Journalism. At <http://www.concernedjournalists.org/tools/filter/21>. Accessed 4 October 2009.
- “Standards for Covering Trials.” Committee for Concerned Journalism. At <http://www.concernedjournalists.org/standards-covering-trials>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Talk to a journalist at your local newspaper who covers local government. (If you cover local government for your paper, find another person who covers a similar beat. You may want to talk to a colleague at another paper.) What strategies does he or she use to find and report information? Read an article about local government in the Washington Post or another major American newspaper. Can you identify similar strategies in this article? What did these writers do differently?
-

**Lesson 3:
Research and
Investigation**

In completing this lesson, you will be able to:

- Describe in English techniques of investigative reporting and will be able to employ these techniques.
- Understand and employ techniques for computer-assisted reporting using English-language resources.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Two articles from The Center for Investigative Reporting.
<http://www.centerforinvestigativereporting.org/>. Accessed 4 October 2009.
- Articles under “Tools for Investigative Tips” Center for Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/42>. Accessed 4 October 2009.
- Pat Stith. “A Guide to Computer Assisted Reporting: Tips and tales of investigative journalism.” Poynter Online.
http://poynter.org/content/content_view.asp?id=83144. Accessed 4 October 2009.
- Gregory E. Favre. “Slapping a Headline on Watchdog Journalism. Poynter.org.
http://www.poynter.org/content/content_view.asp?id=82967. Accessed 4 October 2009.
- “The History of the Watchdog Mission.” Committee for Concerned Journalists. At <http://www.concernedjournalists.org/history-watchdog-mission>. Accessed 4 October 2009.
- “The Watchdog Misunderstood” At Committee for Concerned Journalists.
<http://www.concernedjournalists.org/watchdog-misunderstood>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- How does an investigative reporter’s beat differ from other beats? Using the online resources of the Benjamin Franklin Library (www.usembassy-mexico.gov/biblioteca) and the World Wide Web, identify some English-language computer programs or databases you might use to research a news story. Do you or would you use similar types of sources in your own country? What are some of these local sources?
-

Lesson 4: News Analysis and Interpretation

In completing this lesson, you will be able to:

- Understand and employ strategies for news analysis and interpretation.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- 1-2 articles listed on the “Analysis” page of the Voice of America web site, at <http://www.voanews.com/english/NewsAnalysis/index.cfm>.

Respond to the following email (or discussion board or online chat) posting:

- What is news analysis? Why might it be important to a journalist?
-

Lesson 5: Writing and Interpreting Public Affairs Documents

In completing this lesson, you will be able to:

- Write and interpret English-language press releases, public service announcements, and policy statements.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Each participant should find a press release, a public service announcement, and a policy statement as noted in the email posting.

Respond to the following email (or discussion board or online chat) posting:

- On the internet, find a press release, a public service announcement, and a policy statement. Each document should be in English; provide the URL for each one. How does each document differ from the others? Explain how you might use each one when writing a news story. What parts of each would you leave out, and why?
 - Write a press release based on the models you have seen in this lesson.
-

**Lesson 6:
Journalistic Skills**

In completing this lesson, you will be able to:

- Demonstrate ability to conduct research, take notes, and interview sources on- and off-record in English.
- Articulate in English the importance of factual and linguistic accuracy, and will demonstrate a high degree of accuracy in their assignments.
- Articulate in English the significance of meeting deadlines.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Select two to three articles under “Tools for Interviewing,” The Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/30>. Accessed 4 October 2009.
- Select two to three articles under “Tools for Accuracy,” The Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/37>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Explain your personal research process. How do you do research for stories you are writing or are planning to write? Describe how you take notes for a story. Describe what you do when you interview a source for a story.
-

Lesson 7: Writing Practice

In completing this lesson, you will be able to:

- Demonstrate skill and improvement in writing effective leads, attributing and quoting sources, employing news story structure (including inverted pyramid structure), and writing single-sentence paragraphs in English.
- Articulate the meaning of readability and will be able to identify and explain some measures of readability.
- Attribute and quote sources accurately in English.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “Teacher Helpers: Fry’s Readability Graph: Directions for Use” at <http://school.discovery.com/schrockguide/fry/fry.html>.
- Gourley, Catherine. “Mastering the Inverted Pyramid.” *Writing*. 25:4 (Jan 2003), 8-10. Available through EBSCO Academic Search Premier.
- Christopher S. Smith. “So Many Headlines, So Few Zingers.” Poynter Online. http://poynter.org/content/content_view.asp?id=80357.
- “Tools for Storytelling.” The Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/15>. Accessed 4 October 2009.
- Howard I Finberg, “How Headlines Can Help.” Poynter.org. At http://www.poynter.org/content/content_view.asp?id=62087. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Find a news story in your local newspaper or in an English-language newspaper (include the URL or a copy of the text). Rewrite the lead of this story, which may be one or more paragraphs in length. List the words the author used to identify each source in the story.
 - Read the article located at <http://school.discovery.com/schrockguide/fry/fry.html>. What is readability? If your word processing program has a readability tool (use the Help menu to find out), identify the readability score of your rewritten lead. Share this score with your fellow course participants.
-

**Lesson 8:
Rhetorical
Strategies**

In completing this lesson, you will be able to:

- Apply principles of reasoning, logic, and rhetoric to English-language writing assignments.
- Write clearly and coherently in English.
- Demonstrate critical thinking skills.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Chip Scanlan. "Write Tight! Tips for Short Writing." Poynter Online, at http://www.poynter.org/dg.lts/id.4457/content.content_view.htm. Accessed 4 October 2009..
- Larocque, Paula. "Don't miss the point: Focus makes for clear writing." *Quill*. 89:7 (Sep 2001), 71. Available through EBSCO Communication & Mass Media Complete.

Respond to the following email (or discussion board or online chat) posting:

- Find a long news article online. Using information from the reasoning strategies handout assignment (you may use any participant's handout), analyze the reasoning pattern of the article. Does the author use any of the stylistic devices you or your fellow class participants identified?
-

Email (or Discussion Board or Online Chat) Postings

Due Date	Midnight (instructor's time zone) ending the first day of the lesson in which the question is assigned OR at the beginning of a chat session during a live class (if applicable).
Learning Outcomes	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none">• Demonstrate critical thinking skills.• Demonstrate your command of the required readings.
Assignment Description	For this assignment, you will be given asked to demonstrate critical thinking in thoughtful responses to the questions posed. Your responses should demonstrate that you have completed the required readings.
You Will Submit	<p>A completed assignment will consist of a 100-200 word informal response to the question presented. You may choose to provide more detail or personal experience if you would like to do so, and you may choose to respond to other participants' email postings <i>in addition to</i> your response to the question.</p> <p>Your instructor will direct you to submit your email postings in one of three ways:</p> <ul style="list-style-type: none">• On a discussion board that all participants can access.• Through direct email message to the instructor and the entire list of participants.• In the online chat area during a live class.
Discussion Questions for Course Segment 2	In course segment 2, you will be asked to respond to one question for each lesson. You may also respond to other participants' comments from previous lessons. The questions for each lesson are listed in the "Course Segment 2 Lessons" topic.
Evaluation	This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

News Article Assignments

Due Date	Midnight (instructor's time zone) ending the last day of each week of course segment 2.
Learning Outcomes	<p>In completing the weekly news articles, you will:</p> <ul style="list-style-type: none"> • Understand the function of journalists in democracy. • Identify newsworthy events and activities. • Summarize English-language news stories, press releases, policy statements, and public service announcements accurately. • Identify the differences between a news story, editorial, and feature. • Identify events, people, and issues in current affairs. • Attribute source material accurately. • Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases) to research stories. • Use the AP style manual (online or hard copy format) to produce stylistically correct stories. • Perform on-and off-record interviews in English. • Evaluate the quality of sources through analysis and research. • Integrate rhetorical and stylistic skills in original English-language stories. • Use public affairs reporting techniques to produce original news reports in English. • Accurately report English-language DOS policy statements and related documents. • Revise or rewrite their articles to reflect quality reporting
Assignment Description	In this set of assignments, you will practice your English writing skills by writing original news stories about topics of your choice.
You Will Submit	<p>Each week during the second half of the course, participants will be required to write one English-language news story of 600-800 words, following AP style. Each story should also include a correctly formatted source list and copies of supplemental documents used. Each story should include a budget line that uses the following format:</p> <p>STORY NAME – Brief description of story. YOUR NAME. Length: XXX words.</p> <p>Stories will be evaluated on the following:</p> <ul style="list-style-type: none"> • News value • Lede • Structure • Clarity and coherence • Accuracy of facts and source attribution • Grammar and mechanics <p>You are expected to revise your news articles, based on instructor and peer critiques, to submit in the final portfolio/stringbook later in the course.</p>

Evaluation

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

Reasoning Strategies Handout Assignment

Due Date	Midnight (instructor's time zone) ending the last day of week 2.																																								
Learning Outcomes	In completing this assignment, participants will develop an understanding of the patterns and conventions of logic and reasoning in American English.																																								
Assignment Description	<p>When people from different cultures meet, they may not only speak different languages, but may also use different conventions of logic and reasoning. When a journalist evaluates reporting from another culture, knowing how writers in that culture reason and use logical rules can help reduce misinterpretation and misunderstanding.</p> <p>For this assignment, participants will create an electronic handout to present to peers. Each handout should identify an element of American logic or reasoning, should describe how it is used, should identify related concepts, should provide an article that exemplifies that element of logic or reasoning, and should provide questions to help peers analyze the article.</p> <p>Each participant may choose from one of the topics listed below, or may request a topic that does not appear on the list. If possible, each participant should choose a topic that no one else is covering.</p> <p>Hint: Try looking at websites such as www.americanrhetoric.com or http://humanities.byu.edu/rhetoric/silva.htm.</p> <table> <tr> <td>Amplification</td><td>Figures of speech</td><td>Precision vs. accuracy</td></tr> <tr> <td>Analogical reasoning</td><td>Hyperbole</td><td>Pro/con reasoning</td></tr> <tr> <td>Cause-and-effect reasoning</td><td>Inductive reasoning</td><td>Proof</td></tr> <tr> <td>Circumstantial</td><td>Kaplan's rhetorical styles</td><td>Propriety</td></tr> <tr> <td>Cognitive dissonance</td><td>Logical fallacies</td><td>Simile</td></tr> <tr> <td>Comparison</td><td>Logos</td><td>Simplicity vs. ornateness</td></tr> <tr> <td>Deductive reasoning</td><td>Metaphor</td><td>Syllogism</td></tr> <tr> <td>Definition</td><td>Metonymy</td><td>Synecdoche</td></tr> <tr> <td>Division or dissociation</td><td>Mythos</td><td>Testimony</td></tr> <tr> <td>Enthymeme</td><td>Parallelism</td><td>Toulmin argumentation</td></tr> <tr> <td>Ethos</td><td>Pathos</td><td>Whole/parts</td></tr> <tr> <td>Evidence</td><td>Personification</td><td>Your choice (instructor approval required)</td></tr> <tr> <td>Fairness vs. objectivity</td><td>Precedent</td><td></td></tr> </table>		Amplification	Figures of speech	Precision vs. accuracy	Analogical reasoning	Hyperbole	Pro/con reasoning	Cause-and-effect reasoning	Inductive reasoning	Proof	Circumstantial	Kaplan's rhetorical styles	Propriety	Cognitive dissonance	Logical fallacies	Simile	Comparison	Logos	Simplicity vs. ornateness	Deductive reasoning	Metaphor	Syllogism	Definition	Metonymy	Synecdoche	Division or dissociation	Mythos	Testimony	Enthymeme	Parallelism	Toulmin argumentation	Ethos	Pathos	Whole/parts	Evidence	Personification	Your choice (instructor approval required)	Fairness vs. objectivity	Precedent	
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You Will Submit	<p>A completed assignment will consist of the following:</p> <ul style="list-style-type: none"> • A sample article available online that exemplifies the concept chosen. • A one- to two-page electronic handout that: • Defines the chosen term. • Describes how the concept is used in journalism. • Identifies related concepts. • Poses questions about the concept that peers can use to analyze the attached article. 																																								

Evaluation

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

Editorial Assignment

Due Date Midnight (instructor's time zone) ending the final day of week 3.

**Learning
Outcomes**

In completing this assignment, you will:

- Understand the function of journalists in democracy.
 - Identify newsworthy events and activities.
 - Summarize English-language news stories, press releases, policy statements, and public service announcements accurately.
 - Identify the differences between a news story, editorial, and feature.
 - Identify events, people, and issues in current affairs.
 - Attribute source material accurately.
 - Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases) to research stories.
 - Use the AP style manual (online or in hard copy form) to produce stylistically correct stories.
 - Perform on-and off-record interviews in English.
 - Evaluate the quality of sources through analysis and research.
 - Integrate rhetorical and stylistic skills in original English-language stories.
-

**Assignment
Description**

In this assignment, you will write an editorial that evaluates how reporters have covered a specific incident in the press. You may, for example, critique how reporters wrote about governmental response to a natural disaster, how reporters covered a trade summit, or how reporters discussed the announcement or enforcement of governmental policy.

You Will Submit	<p>Each participant will be required to write one 300-500 word editorial on how journalists reported a specific incident in the press, following AP style and using news reports of the incident from various publications.</p> <p>The editorial should include a budget line that uses the following format:</p> <p>STORY NAME – Brief description of story. YOUR NAME. Length: XXX words.</p> <p>Each story should also include a correctly formatted source list and copies of supplemental documents used.</p> <p>The completed editorial should:</p> <ul style="list-style-type: none">• Make an evaluative or arguable claim about how well or poorly the reporting fulfilled the obligations of journalists in a democracy.• Establish the criteria on which the participant's judgment is based.• Organize information effectively.• Provide evidence from the original reports.• Address oppositional points of view.• Employ an appropriate writing tone.• Avoid engaging in speculation.• Refer to 4-5 news reports of the incident from at least three different publications. <p>You will be expected to revise your editorial, based on instructor and peer critiques, to submit in the final portfolio/stringbook later in the course.</p>
Evaluation	<p>This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.</p>

Feature Article Assignment

Due Date	Midnight (instructor's time zone) ending the final day of week 4.
Learning Outcomes	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none"> • Understand the function of journalists in democracy. • Identify newsworthy events and activities. • Summarize English-language news stories, press releases, policy statements, and public service announcements accurately. • Identify the differences between a news story, editorial, and feature. • Identify events, people, and issues in current affairs. • Attribute source material accurately. • Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases) to research stories. • Use the AP style manual (online or hard copy format) to produce stylistically correct stories. • Perform on-and off-record interviews in English. • Evaluate the quality of sources through analysis and research. • Integrate rhetorical and stylistic skills in original English-language stories.
Feature Article	In this assignment, you will write a feature story about a working print journalist in your country.
You Will Submit	<p>Each participant will be required to write one English-language feature story of 1000-2000 words, following AP style and using both primary sources (gathered by the participant first-hand, such as interviews) and secondary sources (gathered from other sources, such as books); at least one source should be interviewed.</p> <p>The article should include a budget line that uses the following format:</p> <p>STORY NAME – Brief description of story. YOUR NAME. Length: XXX words.</p> <p>Each story should also include a correctly formatted source list (including readings) and copies of supplemental documents used. The article should be structured around the following information:</p> <ul style="list-style-type: none"> • Select a working print journalist whose primary work is in politics, economics or social issues, and whose work you respect. Read five or more newspaper articles or three magazine articles by this journalist. • Provide a biographical paragraph that discusses the person's journalism career. • Critique the content of the journalist's work, explaining why you think his or her reporting is strong. • Critique the style of the journalist's work, explaining why you think he or she is an effective communicator. • Using examples from the journalist's work, explain what role a journalist should play in a democracy and why you think this journalist fulfills that role. <p>You will be expected to revise your feature article, based on instructor and peer critiques, to submit in the final portfolio/stringbook later in the course.</p>

Evaluation

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

Journalism Law, Ethics, Values, and Rhetoric Segment Project

Due Date	Midnight (instructor's time zone) ending the final day of week 5.
Learning Outcomes	<p>In completing this assignment, participants will:</p> <ul style="list-style-type: none"> • Recognize legal constraints and rights of journalists • Use English-language computer resources (specifically, web sites and online databases) to perform research. • Employ critical thinking skills.
Assignment Description	For this assignment, participants will compare the value systems, ethical conventions, and legal responsibilities of journalists in the participant's home country and the United States of America.
You Will Submit	<p>A completed assignment will consist of the following:</p> <ul style="list-style-type: none"> • A chart comparing legal responsibilities, value systems, ethical conventions, and rhetorical conventions of journalists in the participant's home country and in the United States of America. • A 500-850 word news analysis, following APA style, that discusses the similarities and differences listed in the chart, paying special attention to the significance of these comparisons for journalists who report international news. <i>Why would it be important to understand how law affects reporting in another country? Why would it be important to understand the value systems and ethical conventions of another country?</i> <p>Hint: For good examples of news analysis, read a news magazine, such as <i>The Economist</i>.</p>

Law	Value Systems	Ethical Conventions	Rhetorical Conventions
Banned books and censorship Cameras in the courtroom Copyright Free press Free speech Freedom of information Hate speech Libel Media ownership National security and media New media Privacy Telecommunications regulation	Constitutional protection Individualism/collectivism Masculinity/femininity (using Geert Hofstede's cultural dimensions theory) Oppositional press Power distance Time orientation Uncertainty tolerance	Use the list of ethical positions developed in the code of ethics group assignment.	Ethos Hyperbole Kaplan's rhetorical styles Logical fallacies News structure Ornateness Proof Reasoning strategies Source confirmation Understatement

Evaluation

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

Peer Critique Assignments

Due Dates	<p>You are responsible for three peer critiques in the second segment of the course:</p> <ul style="list-style-type: none"> • A peer critique of the editorial must be submitted by midnight (instructor's time zone) ending the last day of week 3. • A peer critique of the feature article must be submitted by midnight (instructor's time zone) ending the last day of week 4. • A peer critique of the weekly news articles must be submitted by midnight (instructor's time zone) ending the last day of week 5.
Learning Outcomes	<p>In completing these assignments, you will:</p> <ul style="list-style-type: none"> • Critique samples of public affairs reporting in English. • Demonstrate professional courtesy. • Demonstrate critical thinking skills as applied to your peers' work.
Assignment Description	<p>In these assignments, you will critically evaluate the work of your peers. In doing so, your goal is to learn how to improve your own writing.</p>
You Will Turn In	<p>For each writing assignment (news articles, feature article, editorial), participants are be required to complete a critique of a peer's work (approximately 20-30 sentences), following AP style. Your instructor will tell you whose work you are to critique for these assignments, and you will be given specific writing prompts.</p> <p>Critiques should:</p> <ul style="list-style-type: none"> • Thoroughly address the assignment prompt. • Support all claims or criticisms with evidence from the original work. • Provide suggestions for improvement for the original writer. • Demonstrate critical thinking skills. • Demonstrate professional courtesy. <p>You are to include each peer critique received with the corresponding article in the final portfolio/stringbook.</p>
Evaluation	<p>This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.</p>

Portfolio Critique Assignment

Due Date Midnight (instructor's time zone) ending the last day of week 5.

Learning Outcomes

In completing this assignment, you will:

- Critique samples of public affairs reporting in English.
 - Demonstrate professional courtesy.
 - Demonstrate critical thinking skills as applied to your own and your peers' work.
 - Revise your own writing for greater impact.
-

Assignment Description

At the end of the course, participants will be required to submit a 1000-1500 word essay, following AP style, in which they evaluate the body of work they produced during the course. Participants will be given specific writing prompts toward the end of the term. All portfolio critique essays should:

- Thoroughly address the assignment prompt.
- Support all claims or criticisms with evidence from the original work.
- Demonstrate critical thinking skills.
- Demonstrate professional courtesy.
- Discuss the significance of instructor and peer feedback in the writing process.
- Evaluate the writer's progress in reporting, in use of the English language, and in application of course theory and content.

This essay should appear at the **beginning** of the final portfolio/stringbook.

You Will Submit

A completed assignment will consist of the following:

- Portfolio critique essay.
 - Revised weekly news article assignments with the original version, the source list, and all document materials attached.
 - A revised feature article on a journalist with the original version, the source list, interview notes, and all document materials attached.
 - A revised editorial on reporting regarding a specific incident with the original version and all document materials attached.
 - Peer critique assignments from course segment 2.
-

Evaluation

This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.
